



Strategic vision for 2028

This document is our **3-Year vision** for Bottisham Community Primary School. This strategic plan is designed to further strengthen our overall school provision. It is a response to our ongoing self-evaluation process and recognises that effective schools are built on a values culture which supports pupils' sense of belonging, high quality teaching and effective leadership.

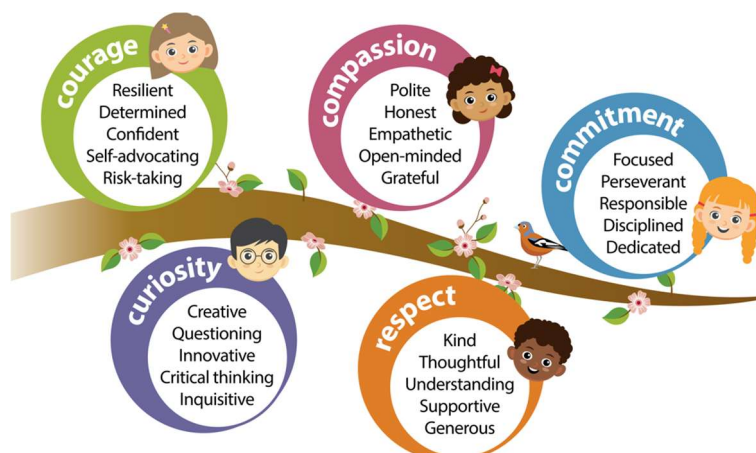
Our overall intentions are to provide a happy, caring and stimulating environment where children can achieve their fullest potential.

Therefore, these are our aims for all pupils:





- ***To become effective and enthusiastic learners***
- ***To be able to foster a respectful and caring attitude to others***
- ***To be equipped with the skills, knowledge and understanding for the next stage in their school journey***
- ***To feel secure and live a healthy and safe life***

To support pupils, achieve these aims, we have created a set of **habits** to support pupils' learning behaviours and personal development.

Our core values and habits are:



This is a summary of our strategic vision for the next 3 academic years (2025 to 2028):

Strategic Priorities	 Embed a strong values culture across the school	 High quality teaching and learning	 Inclusion – Sense of belonging	 Additional Areas of Focus
Outcomes	A shared positive and ambitious vision, ethos and culture, based upon the highest expectations of all members of the Bottisham’s community.	Highly effective teaching and learning which enables successful outcomes for all learners Teaching is inclusive, reflecting high expectations for all pupils, regardless of need or background.	An increase in academic engagement and achievement. Pupils have improved self-esteem and better mental health, as well as increased attendance rates for all cohorts.	In addition to our 3 main strategic priority areas, we recognise that there are always other areas of school development that require some focus on a yearly basis .
High Level Strategies	<ul style="list-style-type: none"> -To build pupils personal characteristics to enable them to thrive in school and in a modern society. -Pupils to develop a set of learning habits to support them achieving their potential. -To embed our values culture across all aspects of school processes and documentation. -A values culture is expressed through the ways that members of the school community relate to each other and work together. -Pupils to develop their creative thinking to support their engagement and motivation with learning. 	<ul style="list-style-type: none"> - Staff receive research informed CPD so they can confidently design learning tasks, adapt lessons responsively and check all pupil’s learning is on track. - Leaders facilitate peer coaching to embed ongoing CPD, leading to strong professional dialogue and sharing excellent practice. -Teachers and TAs equip pupils with the oracy and communicative skills required to embed learning and collaborate successfully, through meaningful feedback, peer tutoring and mixed age learning opportunities, -Pupil voice informs all levels of quality assurance for teaching and learning, 	<ul style="list-style-type: none"> -Deliver BPS mental health strategy -Develop strong relationships across the school by embedding the Positive Regard approach. -High quality teaching strategies for pupils with SEND -Deepen parental partnerships. -Continue to develop our provision to ensure there is a positive attendance for all the different cohorts in the school. 	Consideration to be given to these broad areas of school provision: <ul style="list-style-type: none"> -Operational procedures -Building Leadership capacity -Curriculum within and beyond the classroom -Well-being of staff -CPD -Safeguarding -Community matters -National agendas and statutory considerations.
2025 to 2026 Specific focus	<ul style="list-style-type: none"> -Introduce the new values and habits across the community. -To revise the assembly planner to promote values and habits. -To develop classroom provision to ensure values and habits are promoted daily. -Establish praise and reward systems -To develop play project time to promote pupils' creativity. 	<ul style="list-style-type: none"> -To ensure that formative assessment and adaptive teaching methods are used effectively to determine next steps in learning. -To ensure learning tasks are well designed to elicit desired learning during independent learning time for all pupil groups. -To embed previous training around the learning environment, OAP and teaching for inclusivity. 	<ul style="list-style-type: none"> -To embed the zones of regulation approach. -To develop tracking systems for our SEMH interventions. -To support parents, manage their child’s SEMH needs (signposting) -Begin to create a culture of relational practice to support behaviour management. -To understand the neuroscience behind the impact of stress on the brain. 	<ul style="list-style-type: none"> -Ofsted readiness -Engage with AL new core standards (quality assurance process). -Further develop middle leadership capacity to have a positive impact on school improvement. (linked to AL new core standards) -Revising some curriculum content -Embed use of writing assessment. -Develop volunteer workforce

	-To develop the teaching and learning of D&T. Teachers designing tasks to promote creative thinking.		-To develop strategies to support pupils to regulate, relate and repair. -To revise whole school behaviour systems and expectations. -To improve the attendance of pupils on SEND support	
2026 to 2027	<i>Following a review of year 1, the next two year's priorities will be confirmed.</i>	-To enrich the current curriculum with high quality opportunities for explicit teaching of oracy skills. (EEF T&L Toolkit) -To embed formative assessment and adaptive teaching methods across foundation subjects, especially science.	<i>Following a review of year 1, the next two year's priorities will be confirmed</i>	<i>Yearly priorities to be identified at the end of the academic year.</i>
2027 to 2028	See above	-To encourage collaborative working between peers including peer feedback, peer tutoring and learning from one another. (EEF T&L Toolkit) -Respond to trends in summative data based on pupil groups, including gender. -To embed oracy skills within the second year of the curriculum cycle, drawing on the previous year's training.	See above	See above